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ABSTRACT

The evaluation instruments contained in this publication are used by the New England Teacher Corps Network to gather information for writing proposals, restructuring meetings, obtaining feedback, setting directions, and analyzing the Network's functioning. These instruments can be used by other linking organizations. The instruments are used to evaluate: board or council functioning: executive secretary performance: activity assessment: and program impact. (MH)

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INTRODUCTION

The New England Teacher Corps Network is a regional organization of Teacher Corps projects which are located in the states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut and Rhode Island. These projects represent cooperative educational efforts between colleges and/or universities and local school districts (and their communities) designed to: (1) improve the educational opportunities available to children in areas where there are concentrations of low-income families; (2) encourage colleges and universities to broaden their teacher education programs; and (3) encourage higher education institutions and school districts to improve the quality of training and staff development activities offered to teachers, paraprofessionals, and other personnel. The New England Teacher Corps Network was established by Teacher Corps Washington to serve as a support system and to provide needs-responsive assistance to local Teacher Corps projects in achieving their project objectives.

The director of each of the local Teacher Corps projects and the dean of the school or college of education for each of the participating institutions of higher education comprise the New England Teacher Corps Network Board of Directors and Deans' Council. These two groups provide operational direction to the Network in responding to the developmental and programmatic needs of local projects. All directors and deans serve with equal authority to establish policy, plan specific activities, and approve the use of funds assigned directly to the Network to support mutually agreed to inter-project activities. The policies and decisions made by the Network Board of Directors and Deans' Council are subject to operational rules, regulations, and policies issued by the coordinating funding agent, University of Hartford, and Teacher Corps Washington.

The New England Teacher Corps Network as part of its normal operation has used various instruments to analyze aspects of Network functioning. The instruments have been used at different times over the last two years when it seemed appropriate to gather information for purposes such as writing proposals, restructuring meetings, obtaining feedback, and setting direction.

The instruments together begin to provide direction for a more complete plan for analyzing the functioning of networks or linking organizations in general.

BOARD OR COUNCIL

FUNCTIONING

NETWORK BOARD GOALS*

Directions: Answer the following questions by placing a check.

	YES	NO	DON'T KNOW
1. Does your group have goals for its work that most members agree with?	____	____	____
2. Are the goals stated or written down anywhere?	____	____	____
3. Do you feel the goals are appropriate and suitable for the group?	____	____	____
4. Do you feel the goals are realistic and attainable for this group?	____	____	____
5. Do the goals meet your individual needs?	____	____	____
6. Did you have an opportunity to formulate or influence the goals?	____	____	____
7. Does your group periodically review and revise its goals?	____	____	____

Northwest Regional Educational Laboratory, "Measuring and Improving Group Effectiveness," Keep to Community Involvement Series, Arlington, VA: National School Public Relations Association, 1978, p7.

DECISION-MAKING PROCEDURES*

Directions: For each method of decision-making, check how frequently it is used by your group.

KIND OF DECISION-MAKING	FREQUENTLY	SOMETIMES	RARELY	NEVER
1. Unanimity-- everyone agrees that a proposed course of action is the best choice.	____	____	____	____
2. Consensus--everyone agrees on a course of action, with perhaps some stated reservations, at least for a specified time period.	____	____	____	____
3. Majority support--the majority of people agree, often demonstrated by voting.	____	____	____	____
4. Minority support-- a minority of people agree, with tacit agreement or lack of open disagreement by the remaining members.	____	____	____	____
5. Handclasp--one or two members actively support and lead group to action.	____	____	____	____
6. Topic jump--the topic shifts before an explicit decision is reached	____	____	____	____
7. Self-authorization--one person initiates action, with implicit consent or no overt disagreement of other members.	____	____	____	____
8. Plop--one person initiates action, but the group does not respond one way or another; by default, no action is taken.	____	____	____	____

*Northwest Regional Educational Laboratory, "Measuring and Improving Group Effectiveness, Keep to Community Involvement Series, Arlington, VA: National School Public Relations Association, 1978, p7.

BOARD INTERACTION*

Directions: Circle the letter opposite each item on the survey below that best describes, for you, the group's interactions.

The scale used is:
A - All group members
B - Most group members (two-thirds or more)
C - About half the group members
D - A few group members (one-third or fewer)
E - None of this group

During our meetings, how many group members, including yourself:

		ALL	MOST	HALF	FEW	NONE
1.	Gave due consideration to all seriously intended contributions of other group members?	A	B	C	D	E
2.	Checked to make sure they knew what was really meant before agreeing or disagreeing?	A	B	C	D	E
3.	Spoke only for themselves and let others speak for themselves?	A	B	C	D	E
4.	Viewed all contributions as belonging to the group, to be used or not as the group decided?	A	B	C	D	E
5.	Had the opportunity to participate in the group if they desired to do so?	A	B	C	D	E
6.	Tried to find the reason if the group was having trouble getting work done?	A	B	C	D	E
7.	Helped the group make decisions openly rather than by default?	A	B	C	D	E
8.	Helped bring conflict into the open so the group could deal with it?	A	B	C	D	E
9.	Looked upon behavior which hindered group process as a group problem, rather than as a "problem member?"	A	B	C	D	E

* *Reprinted from Systematic and Objective Analysis of Instruction Training Manual, Portland, Oregon: NWREL, 1970 in "Measuring and Improving Group Effectiveness," Keep to Community Involvement Series, p18.*

BOARD COHESIVENESS*

Directions: Please give your opinion for each item by circling the appropriate number: 1 - Strongly Agree
2 - Agree
3 - Undecided
4 - Disagree
5 - Strongly Disagree

		SA	A	U	D	SD
a.	Members are commited to the purpose and goals of the group.	1	2	3	4	5
b.	Communication is open and honest in this group.	1	2	3	4	5
c.	What I say is recognized and valued in this group.	1	2	3	4	5
d.	Members display a high degree of mutual trust.	1	2	3	4	5
e.	Members are genuinely concerned about one another.	1	2	3	4	5

*Northwest Regional Educational Laboratory, "Measuring and Improving Group Effectiveness," Keep to Community Involvement Series, Arlington, VA: National School Public Relations Association, 1978, p.24.

REACTION TO BOARD MEETING*

The following questionnaire measures reaction to meetings. Please consider what usually or never happens in most of your group's meetings. For each item below, circle the number that indicates how often the thing happens that is mentioned in the item.

5 This is very typical of this meeting, it happens repeatedly.

4 This is fairly typical of this meeting, it happens quite often.

3 This is more typical than not, but it doesn't happen a lot.

2 This is more untypical than typical, though it does happen some.

1 This is quite untypical, it rarely happens.

0 This is not typical at all, it never happens.

		NEVER					REPEATEDLY
1.	When problems come up in the meeting they are thoroughly explored until everyone understands what the problem is.	0	1	2	3	4	5
2.	The first solution proposed is often accepted by the group.	0	1	2	3	4	5
3.	People come to the meeting not knowing what is to be presented or discussed.	0	1	2	3	4	5
4.	People ask why the problem exists and what the causes are.	0	1	2	3	4	5
5.	There are many problems which people are concerned about which never get on the agenda.	0	1	2	3	4	5
6.	There is a tendency to propose answers without really having thought the problem and its causes through carefully.	0	1	2	3	4	5
7.	People bring up extraneous or irrelevant matters.	0	1	2	3	4	5

REACTIONS TO BOARD MEETING
CONT.

		NEVER					REPEATEDLY
8.	The average person in the meeting feels that his or her ideas have gotten into the discussion.	0	1	2	3	4	5
9.	Someone summarizes progress from time to time.	0	1	2	3	4	5
10.	Decisions are often left vague--as to what they are, and who will carry them out.	0	1	2	3	4	5
11.	Either before the meeting or at its beginning, any group member can easily get items onto the agenda.	0	1	2	3	4	5
12.	People are afraid to be openly critical or make good objections.	0	1	2	3	4	5
13.	People do not take the time to really study or define the problem they are working on.	0	1	2	3	4	5
14.	The same few people seem to do most of the talking during the meeting.	0	1	2	3	4	5
15.	People hesitate to give their true feelings about problems which are discussed.	0	1	2	3	4	5
16.	When a decision is made, it is clear who should carry it out, and when.	0	1	2	3	4	5
17.	There is a good deal of jumping from topic to topic--it's often unclear where the group is on the agenda.	0	1	2	3	4	5
18.	The same problems seem to keep coming up over and over again from meeting to meeting.	0	1	2	3	4	5

REACTIONS TO BOARD MEETING
CONT.

		NEVER					REPEATEDLY
19.	People don't seem to care about the meeting, or want to get involved in it.	0	1	2	3	4	5
20.	When the group is thinking about a problem, at least two or three different solutions are suggested.	0	1	2	3	4	5
21.	Some very creative solutions come out of this group.	0	1	2	3	4	5
22.	When conflicts over decisions come up, the group does not avoid them but really stays with the conflict and works it through.	0	1	2	3	4	5
23.	The results of the group's work are not worth the time it takes.	0	1	2	3	4	5
24.	People feel very committed to carrying out the solutions arrived at by the group.	0	1	2	3	4	5
25.	People are usually antagonistic or negative during the meeting.	0	1	2	3	4	5
26.	There is no follow up on how decisions reached at earlier meetings worked out in practice.	0	1	2	3	4	5
27.	Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with that of the members.	0	1	2	3	4	5
28.	There are splits or deadlocks between factions or subgroups.	0	1	2	3	4	5
29.	The discussion goes on and on without any decision being reached.	0	1	2	3	4	5
30.	People are usually satisfied or positive during the meeting.	0	1	2	3	4	5

*

Adapted from Richard Schmuck, Philip Runkel, S. Saturen, R. Martel, and C. B. Derr, Handbook of Organization Development in Schools. Palo Alto, California: Mayfield Publishing Co., 1972; in "Measuring and Improving Group Effectiveness", Keys to Community Involvement Series, p32.

EXECUTIVE SECRETARY

PERFORMANCE

EXECUTIVE SECRETARY PERFORMANCE RATING SCALE

	LOW				HIGH
I. REPORTING					
A. The executive secretary keeps directors informed regularly and frequently of local, network, and national activities.	1	2	3	4	5
B. The executive secretary keeps directors informed of his/her activities.	1	2	3	4	5
II. LEADING					
C. The executive secretary provides intellectual leadership in developing, initiating, and implementing Network activities which support local projects.	1	2	3	4	5
D. The activities of the executive secretary support the goals of the Network and local project activities.	1	2	3	4	5
III. COORDINATING					
E. The executive secretary provides the desired level of coordination among projects, with contractors, and other organizations.	1	2	3	4	5
F. The executive secretary provides the necessary logistical support for Network operation.	1	2	3	4	5
IV. FACILITATING					
G. The executive secretary facilitates appropriate meetings, activities, and discussions.	1	2	3	4	5
H. The executive secretary facilitates and supports the development of appropriate interactions and relationships among project staff and others.	1	2	3	4	5
I. The executive secretary facilitates the level of use of contractors desired.	1	2	3	4	5

EXECUTIVE SECRETARY PERFORMANCE RATING SCALE
CONT.

	LOW				HIGH
V. DISSEMINATING					
J. The executive secretary facilitates a wide range of information sharing among directors through various activity.	1	2	3	4	5
K. The executive secretary disseminates timely information to New England projects, other Teacher Corps projects, contractors and networks.	1	2	3	4	5
VI. VALIDATING					
L. The executive secretary has provided for the development of a pilot validation process.	1	2	3	4	5
M. The executive secretary has been responsible in assuring quality control in the validation process.	1	2	3	4	5
VIII. MANAGING					
N. The executive secretary has been responsible in the overall management of the Network including office staff, fiscal procedures, etc.	1	2	3	4	5

STRENGTHS OF THE EXECUTIVE SECRETARY	WEAKNESSES OF THE EXECUTIVE SECRETARY

ACTIVITY ASSESSMENT

END OF YEAR

RATING OF NETWORK ACTIVITIES

DIRECTIONS: Please check the following Network activities in terms of the utility or value of them to you and/or the development of the project.

		VERY IMPORTANT	SOME IMPORTANCE	NO IMPORTANCE
I.	ORGANIZATIONAL FUNCTION			
	A. Board Meetings	____	____	____
	B. Site Visits	____	____	____
	C. Ad hoc Task Forces	____	____	____
II.	TRAINING AND SHARING FUNCTIONS			
	A. Community Council Conference	____	____	____
	B. Core Concept Seminar: Policy Board	____	____	____
	C. Washington Follow-Up Conference: Planning, Institutionalization, Documentation	____	____	____
	D. Multicultural Exploration Strand	____	____	____
	E. Principals' Forum	____	____	____
	F. Documentors Role Group Sharing	____	____	____
	G. End-of-Year Conference	____	____	____
	H. Tri Network/RCTRC Community Council Conference	____	____	____

END OF YEAR
RATING OF NETWORK ACTIVITIES
CONT.

		VERY IMPORTANT	SOME IMPORTANCE	NO IMPORTANCE
III.	DISSEMINATION AND DEMONSTRATION FUNCTION			
	A. EXCHANGE	____	____	____
	B. Personnel Directory	____	____	____
	C. Validation Handbook	____	____	____
	D. Training Reports	____	____	____
	E. People Resource File	____	____	____
	F. Good Speech Series	____	____	____
IV.	LINKING/FACILITATING FUNCTION			
	A. SEA Joint NCSIE-Network Meeting	____	____	____
	B. Validation Meetings	____	____	____
	C. Meeting with Community Based Education People	____	____	____
	D. Deans' Collaborative Research Meeting	____	____	____
	E. Involvement of Contractors at Meetings, i.e., T. Wilson, D. Beers, D. Parker, E. Feistritzer, J. Eckenrod, etc.	____	____	____

ASSESSMENT

DOCUMENTORS/EVALUATORS ROLE GROUP MEETING

CHECK:

1) _____ 12th _____ '78 _____ '79

2) _____ Documentor _____ Director

_____ Evaluator _____ Team Leader

_____ Other

3) Project Represented is _____

I. TO WHAT DEGREE WERE THE MEETING PURPOSES ACHIEVED:

	LOW				HIGH
A. To share among participants, documentation and evaluation strategies and procedures used during the last year.	1	2	3	4	5
B. To obtain current information from SRI International on documentation desired next year for Program '78 & '79.	1	2	3	4	5
C. To discuss plans for project evaluation.	1	2	3	4	5
D. To explore documentors role in terms of demonstration, validation, and dissemination.	1	2	3	4	5

II. FACILITIES RATING (Circle)

	POOR				EXCELLENT
a) Sleeping Room	1	2	3	4	5
b) Location	1	2	3	4	5
c) Meeting Space	1	2	3	4	5
d) Food	1	2	3	4	5
e) Time Schedule	1	2	3	4	5

ASSESSMENT
DOCUMENTORS/EVALUATORS ROLE GROUP MEETING
CONT.

III. IMPACT (Circle)

	NONE				LOTS
A. How useful will this meeting be in your work back home?	1	2	3	4	5
B. Do you have a better understanding of concepts addressed (i.e., documentation, evaluation, etc.)?	1	2	3	4	5
C. Were you able to locate resources (people, materials) that you can use or connect with?	1	2	3	4	5
D. Did you get any new ideas to think about?	1	2	3	4	5

IV.

STRENGTHS	WEAKNESSES

MULTICULTURAL CONFERENCE

May 3-4, 1979

POST CONFERENCE ASSESSMENT

I. PLEASE CHECK ONE:

_____ PROJECT DIRECTOR
_____ PROJECT STAFF
_____ SCHOOL PERSONNEL
_____ UNIVERSITY FACULTY
_____ COMMUNITY REPRESENTATIVE
_____ OTHER

II. PLEASF CIRCLE THE DEGREE TO WHICH YOU ACHIEVED THE FOLLOWING CONFERENCE OBJECTIVES:

A. Knowledge of current projects in New England which have a relationship to Multicultural Education.

(low) 1 2 3 4 5 (high)

B. Have some ideas of ways Multicultural Education can be addressed through the Teacher Corps project.

(low) 1 2 3 4 5 (high)

C. Located some resources (people, material) the Teacher Corps project might want to use, connect with, or help.

(low) 1 2 3 4 5 (high)

D. Developed a better understanding of Multicultural Education within Teacher Corps projects.

(low) 1 2 3 4 5 (high)

MULTICULTURAL CONFERENCE
May 3-4, 1979
POST CONFERENCE ASSESSMENT
CONT.

III. PLEASE CIRCLE

		POOR				EXCELLENT
1.	What is you overall rating of the conference?	1	2	3	4	5
2.	How useful will this conference be in your work back home?	1	2	3	4	5
3.	How adequate were the facilities?	1	2	3	4	5
4.	How adequate was the food?	1	2	3	4	5
5.	How well did the scheduling of the activities meet your needs?	1	2	3	4	5
6.	How well was the conference organized?	1	2	3	4	5

IV. THURSDAY, 4:20 _____
(Fill in Name or Topic)

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

V. THURSDAY, 7:15PM STUDENT PANEL

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

VI. THURSDAY, 8:45PM MULTICULTURAL PRACTICES

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

MULTICULTURAL CONFERENCE
May 3-4, 1979
POST CONFERENCE ASSESSMENT
CONT.

VII. FRIDAY, 8:45 _____
(Fill in Name or Project State)

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

VIII. FRIDAY, 10:15 TOM GJELTEN: EXPANDING RANGE OF EXPERIENCE

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

IX. WHAT FOLLOW-UP, IF ANY, DO YOU PLAN TO DO BACK AT YOU SITE AS A RESULT OF THIS CONFERENCE?

STRENGTHS OF CONFERENCE	WEAKNESSES OF CONFERENCE

FOLLOW-UP

IMPACT STUDY

EXCEPTIONAL CHILD INSTITUTES

IMPACT STUDY

PLEASE COMPLETE AND RETURN TO: Sara R. Massey, Executive Secretary
New England Teacher Corps Network
P.O. Box 1065
Portsmouth, NH 03801

I. BACKGROUND

A. Name _____

B. Number of days at Institutes: _____

C. Job Location: _____ School _____ Higher Education _____ Community

D. List your major responsibilities with the Teacher Corps project in relation to the Exceptional Child Component:

II. MATERIALS

A. Have you used the materials distributed or procedures presented during the Institutes?

_____ NOT AT ALL _____ YES, WITH MODIFICATION _____ YES

B. If you have used the materials, check below the ways you have used them.

_____ in college courses
_____ in field courses
_____ in workshops
_____ in school classrooms
_____ in meetings
_____ in professional presentations
_____ in professional writing
_____ with university faculty
_____ with project staff
_____ with school teachers
_____ with college students
_____ with classroom students
_____ with community people
_____ with my own thinking

EXCEPTIONAL CHILD INSTITUTES
IMPACT STUDY
CONT.

C. Of all the materials disseminated, list the three titles you found the most valuable:

1.

2.

3.

D. Did you order any of the materials referred to during the Institutes?

_____ NO _____ 1 to 3 _____ MORE THAN 3

E. Comments:

III. CONTENT

A. Individually rank on a scale of 1 (highest) to 5 (lowest) the order of content from the ECC Institutes that has been most useful to you in your work.

_____ Student Assessment
_____ Prescriptive Teaching
_____ Behavior and Education Management
_____ Teacher Corps Organization and Information
_____ Work experiences and activities of other professional peers
_____ Other (Describe)

B. Do you feel that as a result of the content presented that your professional base of knowledge was expanded or enhanced?

_____ NONE _____ SOME _____ A LOT

C. Comments:

EXCEPTIONAL CHILD INSTITUTES
IMPACT STUDY
CONT.

IV. SUPPORT

A. Have you been in touch with any ECC participants, beyond your local site, in any way since the Institutes occurred?

_____ NO ONE _____ 1 to 3 PERSONS _____ MORE THAN 3

B. Within the project, following the Institutes, have you met with your ECC participant partner (university person or school person) for any reason?

_____ NOT AT ALL _____ A FEW TIMES _____ QUITE FREQUENTLY

C. Within the project, following the Institutes, have you met with the project director and/or project staff?

_____ NOT AT ALL _____ A FEW TIMES _____ QUITE FREQUENTLY

D. Following the Institutes, has the Network staff been of any assistance to you (other than regarding the ECC Book articles)?

_____ NOT AT ALL _____ SOME _____ A LOT

E. Has the writing of the ECC article for a book been useful for you in any way?

_____ NONE AT ALL _____ SOME _____ A LOT

F. Comments:

V. PROJECT ECC PROGRAM DEVELOPMENT

A. Did the Institutes in any way facilitate the development of the ECC Component of your project?

_____ NONE AT ALL _____ A LITTLE _____ A LOT

EXCEPTIONAL CHILD INSTITUTES
IMPACT STUDY
CONT.

B. If the Institutes did help facilitate the program development of the ECC Component, check below the ways it helped:

_____ new content
_____ new delivery methods
_____ new materials
_____ entry into school
_____ entry into project
_____ access to university
_____ knowledge of consultant resources
_____ support persons
_____ awareness of Teacher Corps
_____ knowledge of other project ECC activities
_____ development of a team
_____ collaboration easier
_____ new program ideas
_____ other

C. To the best of your knowledge, what comprises the project's Exceptional Child Program for:

1. Interns:

2. Teachers:

3. Community/Parents:

4. Faculty:

VI. Other areas effected as a result of the Institutes which I didn't think of:

PRODUCT RATING

TITLE _____

Directions: Please give your opinion of the enclosed product by circling the appropriate response.

I found this:

1.	interesting	NONE	SOME	ALOT
2.	useful	NONE	SOME	ALOT
3.	well done	POOR	OKAY	EXCELLENT
4.	valuable	NONE	SOME	ALOT

SUGGESTIONS FOR CHANGE

Please return form to:

New England Teacher Corps Network
PO Box 1065
Portsmouth, NH 03801